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ABSTRACT

As part of a plan to assess institutional effectiveness in terms of academic achievement, faculty in the instructional subunits at Gateway Community College in Phoenix, Arizona, have developed and/or revised mission and purpose statements for their respective areas, have specified outcomes related to both student academic achievement and other components of institutional effectiveness, and have identified current and future measurement sources. Outcomes developed by faculty are grouped into five broad categories including knowledge and skills for employability and credentialing, for continuation to the next educational level, for cooperative and collaborative communication, and for upgrading, retraining, or reentry; access and availability for diverse populations of differing abilities at different locations; continuous improvement of delivery, content and scheduling of courses and programs; professional growth of faculty and staff; and community services by students and faculty. The 13 measures of institutional effectiveness incorporated into the plan to assess outcomes are: (1) accredited/certified/sponsored partnerships programs; (2) external examinations for registry, licensure, and certification; (3) transfer student follow-up; (4) integrated general studies (for the Associate in Arts degree) and honors courses; (5) community-based activities; (6) attrition/retention; (7) student evaluations; (8) program/discipline review; (9) student tracking; (10) miscellaneous sources (e.g., volunteer activities); (11) assessment and placement tests; (12) job placement rate; and (13) employer evaluations. A timeline for implementing the plan covering academic years 1992-93 through 1995-96, and plan flow charts and tables, are included. (PAA)

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GateWay Community College

Assessment Plan for the Documentation of Student Academic Achievement

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Fall 1992

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MARICOPA COMMUNITY COLLEGES

JC 920 591

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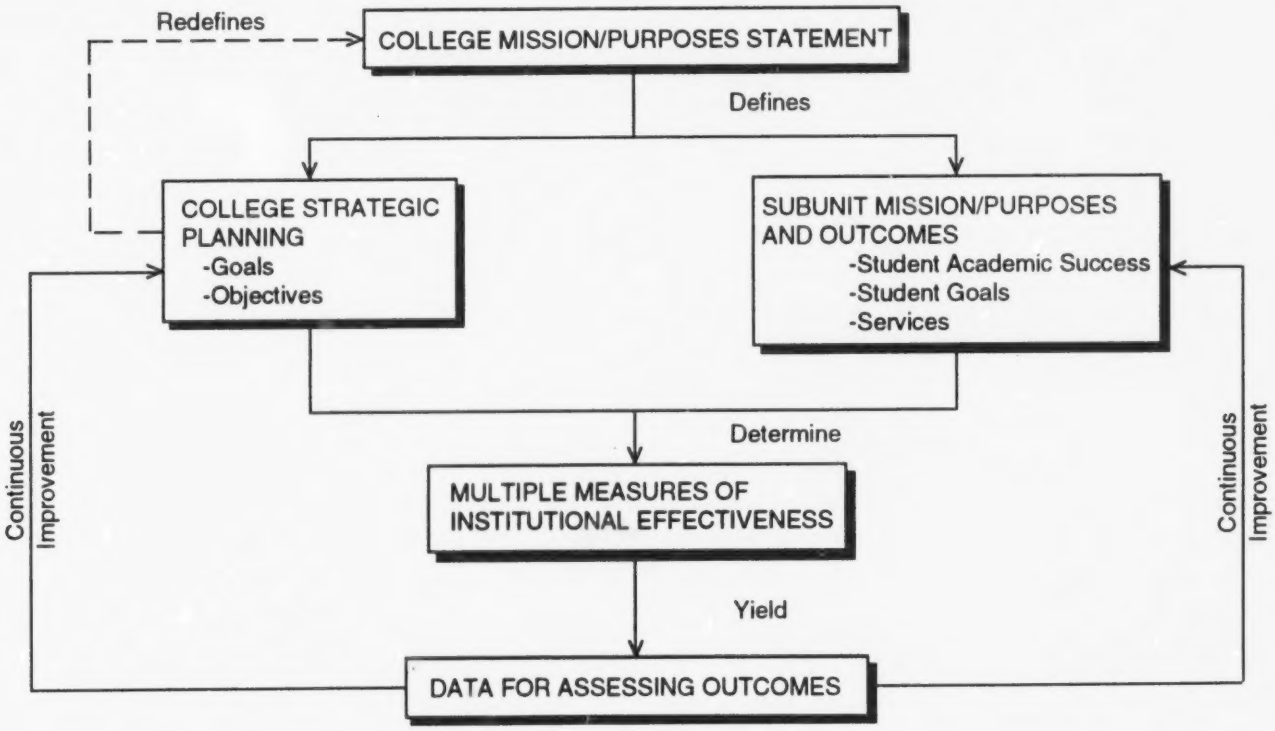
Linkage of assessment of academic achievement to mission, goals, and objectives

The essence and centrality of mission and purposes of GateWay Community College have remained constant, albeit with different wordage. The current review of mission and purposes will result in greater clarity of the statement of mission and purposes.

The college's strategic plan goals flow from mission and purposes. Goals have been retained, modified, added, or dropped over the years. Strategic goals are addressed through the development of annual objectives by the instructional subunits. Activities are reviewed bimonthly and an Annual Report summaries strengths and areas for improvement.

The development of plans by faculty to assess student academic achievement has forged an explicit linkage between mission and purposes with student academic achievement. Faculty in the instructional subunits of the college developed and/or revised mission and purposes statements for their respective areas. Outcomes related to both student academic achievement and other components of institutional effectiveness have been specified. Faculty identified current and future measurement sources. Some data currently are collected; others are anticipated; and some await development of appropriate instruments/techniques at the college. Suggested uses have been enumerated. These department/division details have been collated into a college-wide plan for assessing student academic achievement.

The following chart links institutional effectiveness, of which the assessment of academic achievement is dominant, to mission/purposes, strategic goals, and outcomes. The feedback loops incorporate improvements and allow for redefinition of mission and purposes.



Student Success Model; Outcomes; and Measures of Student Academic Achievement and of Institutional Effectiveness

Students and related service markets, such as companies, governmental agencies, community-based organizations, and so forth, are central to the college's conceptual model of student success (see the attached Student Success Model). Dominant in the provision of services is a commitment that ensures access, improves retention, and assures achievement. These processes are brought to fruition through many varied activities. The overriding focus on "Mission/Purposes," "Effective Teaching and Learning," "Institutional Effectiveness," and "Strategic Planning" is structured to result in continuous improvement throughout the college with periodic revision in mission/purposes/goals/outcomes.

Outcomes developed by the faculty are grouped into five broad categories for purposes of presenting the college plan. The outcomes grouped as **knowledge and skills** are directly related to the assessment of student academic achievement. The remaining groupings are more broadly associated with other aspects of institutional effectiveness but do have an indirect bearing on student academic achievement.

1. **Knowledge and skills**
   - for employability and credentialing within field of study
   - for continuation to the next educational level (either the next course, a program, or transfer to a different college)
   - for cooperative and collaborative communication
   - for upgrading, retraining, or reentry

2. **Access and availability**
   - for diverse populations of differing abilities in various locations

3. **Continuous improvement**
   - of delivery, content and scheduling of courses and programs

4. **Professional growth**
   - of faculty and staff

5. **Community service**
   - by students and faculty

GateWay Community College
Student Success Model

Adapted from Mt. Hood Community College

2.1C-1/MIS CHRT(br)
2.1C-1/ASSESS RPT(br)

The learning of successful students is based on identification of, commitment to, and attainment of educational goals, whether one course, a series of courses, or a college defined program. Student goals are central to the measurement of student academic success and are being incorporated into current and future measurement tools. Some measurement devices already exist. Others are under discussion for implementation during the next few years; still others need further consideration, debate, and piloting by faculty and staff. The Matrix of Institutional Effectiveness Measures highlights 13 measurement areas each encompassing one or more specific tools or techniques. As perceived by faculty, all 13 measures provide a means of assessing **knowledge and skills** and one or more of the other outcomes categories. The matrix, a collation from divisions, programs, and departments, includes outcomes, frequency of collection, and anticipated uses that have been recommended for division and/or college-wide application.

Continuous Improvement

Faculty have declared that their assessment efforts will provide feedback for the delivery of courses and content in order to ensure that both are appropriate and timely for achievement of students' educational goals. The incorporation of these efforts into regular on-going college planning processes will occur at a daily operational level. A write-up of activities related to assessment has been added to the Bimonthly Status Report, a document for dialogue among the instructional leadership of the college. Similar considerations will be included in the Annual Reports submitted by all program leaders. These formative evaluations become input for developing division objectives for the next year. Every fifth year all instructional and support programs will partake in a systematic program review. This summative evaluation will establish the direction, tone, and tenor of change for the program until the next review.

Improvements will be implemented by the respective faculty/staff. Results will be evaluated to verify that desired changes did occur. Plan-do-check activities would continue until the processes were deemed appropriate. (See "Yearly Strategic Instructional Planning," for the improvement/change sequence in the Appendix which charts the sequence of improvements/changes and "Instructional & Budgetary Strategic Plan to Guide Curricular Direction" for improvements requiring budget allocations.)

GateWay Community College
Matrix of Institutional Effectiveness Measures

Measures of Institutional Effectiveness	INSTRUCTIONAL OUTCOMES: Knowledge & Skills	Access and Availability	Continuous Improvement	Professional Growth	Community Service	FREQUENCY: Semester	Annual	Every Xth Year	ANTICIPATED USES	BY DIVISION/DEPARTMENT: Business/Information Tech.	Health Sciences	Liberal Arts & Sciences	Nursing	Technology	Instructional Support Depts.
1. Accredited/Certified/Sponsored	X		X	X				X	Compliance; update	X	X		X	X	
2. External Examinations	X		X			X	X	3	Improvement		X		X		
3. Transfer Student Follow-up	X						X		Rates & articulation	X	X	X			
4. Capstone Courses/Honors	X	X	X	X			X		Summative		X	X			
5. Community Based	X	X	X		X	X	X		Curriculum revision	X	X		X	X	
6. Attrition/Retention	X	X	X			X	X		Identify problems		X		X	X	X
7. Student Evaluations	X		X	X		X	X		Improvement	X	X	X	X	X	X
8. Program/Discipline Review	X	X	X					5	Improvement	X	X	X	X	X	X
9. Student Tracking	X	X	X				X	3	Improvement	X	X	X	X		X
10. Miscellaneous: Memberships, etc.	X		X	X	X		X		Verification	X	X	X	X	X	X
11. Assessment/Placement Test	X		X			X			Proper placement			X			
12. Graduate Placement Rate	X		X			X	X		Verification	X	X		X	X	
13. Employer Evaluations	X					X	X	X	Improvement	X	X		X	X	

Timeline for Implementation

The on-going nature of the tasks required for developing, revising, and refining a plan to document and utilize student academic achievement is the primary responsibility of the Institutional Assessment Committee. The major areas that will be addressed by the committee during the next four years are:

1992-93
—Finalize Assessment Plan For Documentation of Student Academic Achievement
—Continue with current assessment activities using existing measurement devices
—Implement additional measurements
—Develop/define/pilot additional measurements
—Formative evaluation of yearly activities

1993-94
—Revise Plan as needed
—Continue with on-going measurement activities
—Develop/define/pilot additional measurements
—Formative evaluation of yearly activities

1994-94
—Revise Plan as needed
—Continue with on-going measures
—Develop/define/pilot additional measures
—Formative evaluation of yearly activities

1995-96
—Continue with on-going measures
—Summative Evaluation of Plan relative to:
- provision of data useful for assessing academic achievement and institutional effectiveness
- improvements deriving from Plan activities
- budget allocations based on improvements derived from Plan activities

The timeline for faculty and staff activities related to the 13 Measures of Institutional Effectiveness are:

1. Accredited/Certified/Sponsored Partnership Programs
   —current/on-going
   —summary of dates, with anticipated self-study and visitation schedules (92-93)
   —summary of partnership program review dates (92-93)

2. External Examinations for Registry, Licensure, Certification
   —current/on-going
   —historical benchmark of participation and results (92-93)

3. Transfer students follow-up
   3.1 Printouts
   —current/on-going
   —historical benchmark of numbers (92-93)

3.2 Rates of transfer
—basis for calculation of transfer rates (92-93)
—historical benchmark calculated (92-93)
3.3 Student follow-up (93-94)
3.4 Reverse transfer/concurrent enrollment (93-94)
3.5 Transfer Grades/Completion (94-95)

4. Capstone courses/Honors
4.1 Integrated General Studies (for AA degree)
—linkage of course syllabus with outcomes (92-93)
—qualitative demonstration/implementation (93-94)
4.2 Honors
—linkage with outcomes (94-95)

5. Community-based
5.1 Advisory Committees
—current/on-going
5.2 Third party clients
—develop/select and pilot evaluation instrument (92-93)
—implement college-wide (93-94)
5.3 Community survey
—develop/select and implement (94-94; 95-95)
5.4 Agency (clinics) evaluation of programs
—current/on-going

6. Attrition/retention
—current/on-going
—define attrition/retention appropriate for courses, programs, and college-wide (92-93)
—pilot for selected applications (92-93)
—implement, as appropriate (93-94)

7. Student evaluations
—current/on-going

8. Program/Discipline Review
—partially current/on-going
—specify of curriculum/service, personnel data, and programmatic data review elements (92-93)
—establish timeline for program review (92-93)
—pilot for 2 instructional programs and instructional support program (92-93); implement according to timeline (93-96)

9. Student Tracking
9.1 Goal completion
—definition and pilot project (92-93)
—selected implementation (93-94)
9.2 Full-time cohort tracking
—pilot project (92-93)
—college-wide implementation (93-94)

9.3 Initial course placement
—follow-up of 91-92 benchmark activity (92-93)

9.4 Success within and between developmental courses
—definition and pilot project (92-93)
—implementation for developmental courses (93-94)

10. Miscellaneous sources
10.1 Club memberships
—evaluation of data source and pilot project (92-93)
10.2 Volunteer lists/activities
—evaluation of data source and pilot project (93-94)
10.3 Feedback from non-LAS faculty
—evaluate most appropriate data sources (92-93)
—implement pilot projects (93-94)

11. Assessment and Placement Test
—evaluate alternatives; track students to verify appropriateness of interventions (93-94; 94-95)

12. Job Placement Rate
—current/on-going
—revise procedures/definitions to more accurately reflect student achievements (92-93)

13. Employer Evaluations
—current/on-going
—expand to new employers

Present and Future Commitment

The development of a plan to document the academic achievement of students was a serious undertaking of the college, as witnessed by the commitment of faculty and administrative time. This predominantly faculty college committee, co-chaired by a faculty member and a dean with an associate dean designated as a resource person, has finalized the college's plan. The Institutional Effectiveness Committee remains responsible for monitoring the overall plan as well as for revisions of content and timeframes. Committee members will provide leadership and direction within their respective divisions. The committee will be a source of and a sounding board for, additional considerations and/or concerns over the next few years. It will undertake a summative evaluation of the plan during 1995-96.

Assessment of academic achievement has received an on-going emphasis at the college. Assessment activities are discussed by the deans and division chairs at least bimonthly. Additional measurements are being discussed and will be implemented. For example, the systematic Program Review measurement is being discussed by division chairs and will be presented during the Fall Faculty Meeting; pilot implementation is scheduled for spring semester. Assessment items of importance to individual faculty have been encouraged, with the overt agreement that if the measurement isn't worth continuing, different activities will be incorporated into the assessment plan of the specific program/department. Findings from assessment activities will be included in the instructional Annual Report.

District level support for assessment of academic achievement will occur with the provision of computer generated data, particular as it relates to federal and state mandated accountability measures. Assistance is also provided through the development of various tracking and measurement software applications, such as Almanac, Inform, and Insight. Initial assessment, advisement, and placement policies, procedures, and practices have been revised in order to strengthen student successes.

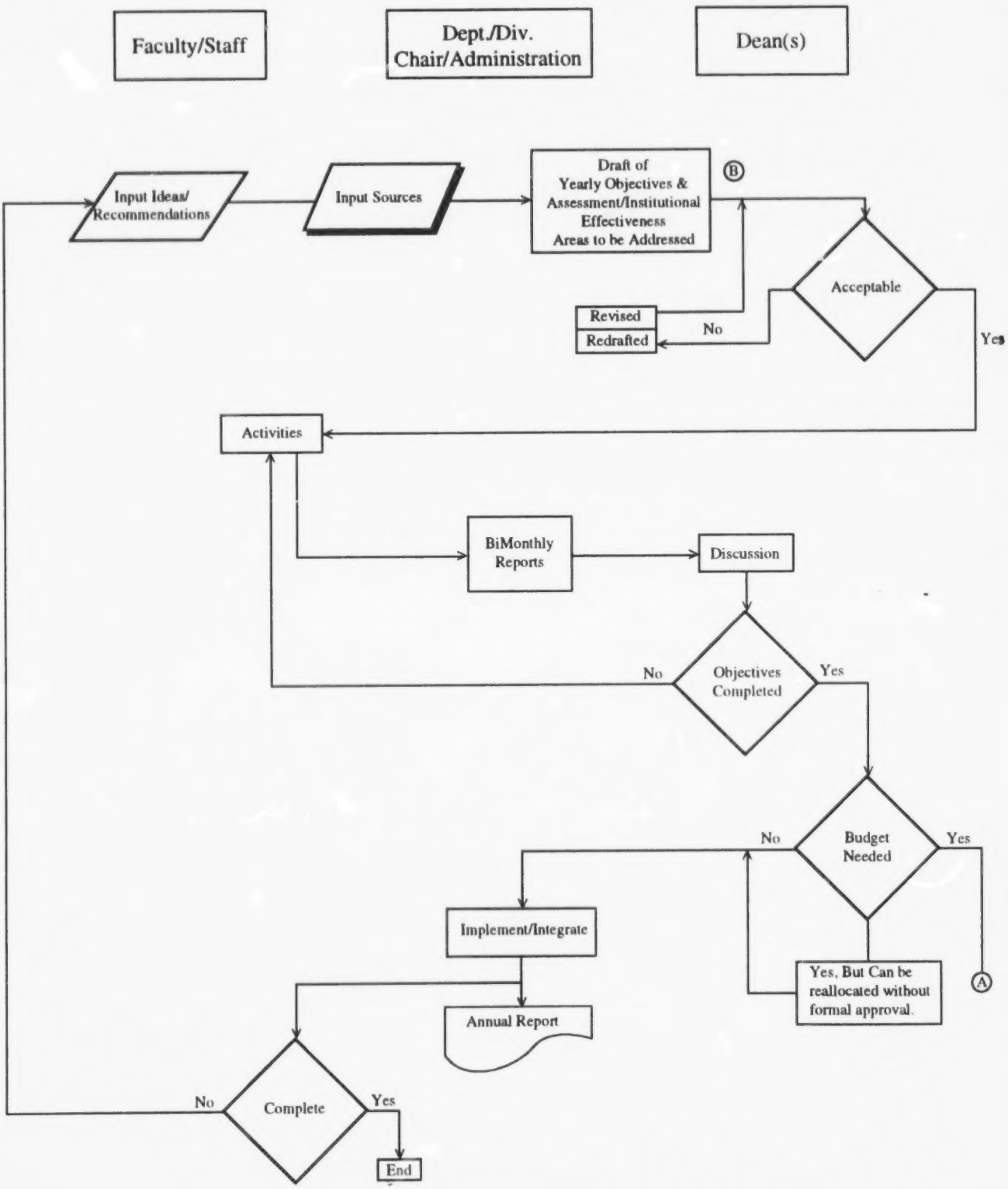
It is anticipated that within three to five years there will be a convergence of the institutional effectiveness efforts with the emerging Continuous Improvement commitment at the college.

APPENDIX

1. Yearly Strategic Instructional Planning

2. Instructional and Budgetary Strategic Plan to Guide Curricular Direction

Yearly Strategic Instructional Planning



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Instructional & Budgetary Strategic Plan
To Guide Curricular Direction